

Visual Language Implementation Plan

What We Believe:

1.1 Viewing.

Children should be able to engage with and enjoy visual language in all its variety.

1.2 Presenting.

Children should be able to understand, respond to and use visual language effectively.

Handwriting is an integral part of processing the information.

What We Are Going To Do About It:

2.1 Viewing.

The school will endeavour to provide as wide a range as possible of viewing activities using moving and static images. e.g. book illustrations and covers, films, videos, newspapers, T.V. ads., signs, photos, art works, character study.

Ensure that aspects of viewing are included in planning.

2.2 Presenting.

The 1984 Handwriting Syllabus will form the basis of handwriting implementation. Handwriting will be taught at all levels.

The school will endeavour to provide as wide a range as possible of presenting simple layouts, drama, video, photography, posters, charts and computers.

Ensure that all aspects of presenting are included in planning.

How We Will Know We Are Getting There:

Viewing and Presenting.

When children show evidence that they are aware of how words and images are combined to make meaning for a particular purpose and audience.

Oral Language Implementation Plan.

What We Believe:

- 1.1 Oral language involves both listening and speaking.
- 1.2 Every child must have equal opportunity to express themselves.
- 1.3 Children should have a chance to interact in an appropriate way in a variety of situations.
- 1.4 Oral language is integrated across curriculum areas.
- 1.5 Oral language reflects the children's cultural background.

What We Are Going To Do:

- 2.1 Give every child opportunity to express their ideas and listen actively to others in a secure environment.
- 2.2 Monitor all children to ensure every child is participating to the best of their ability.
- 2.3 Provide a balanced programme that include a range of texts.
- 2.4 Consider a variety of oral language activities throughout the programme when planning. Integration of oral language skills across the curriculum is expected.
- 2.5 To show sensitivity to cultural differences and background and provide oral language enrichment.

How Will We Know We Are Getting There:

- 3.1 When we observe children actively exploring language with clarity and confidence.
- 3.2 When children use language appropriate for an audience.
- 3.3 Children will be meeting the achievement expectations for oral language

Writing Implementation Plan

What We Believe:

- 1.1 Writing enables us to communicate.
- 1.2 Writing is child-centred, meaningful and honest. (Children should be aware of why they are writing and whom they are writing for)
- 1.3 Children should be given the opportunity to experiment with language.
- 1.4 Children's thoughts and writing should be valued.
- 1.5 Grammar and spelling is integral to the writing process.
- 1.6 Teacher development and resources must be current.

What We Are Going To Do:

- 2.1 Provide a daily writing which is based on Gaye Byers writing programme.
- 2.2 Provide a variety of experiences through reading, talking and drawing to promote writing. By modelling and formative assessment practice, children will gain an understanding of the process of writing from draft to publication.
- 2.3 Model a variety of genre to ensure the children will have opportunity to experience the writing functions: expressive, Poetic and Transactional.
- 2.4 Conference children's writing by questioning to encourage higher thinking and give children opportunities to share their writing in a positive environment.
- 2.5 Encourage children to use approximations and take risks in their everyday writing.
- 2.6 Budgeting will be reviewed regularly for the purchasing of new resources and teacher development.

How Will We Know We Are Getting There:

- 3.1 Writing development will be reflected by samples of dated work.
- 3.2 Children will be meeting the achievement expectations for writing

3.3 Samples of writing will be collected three times yearly to include in class literacy folder. These samples will be assessed against NZ and Northland Exemplars. Strengths and needs identified. Data placed on Student Management System - Integris.

3.4 Evidence the children are brainstorming, drafting, revising, editing, proof-reading and publishing their writing.

3.5 Children and teachers will have access to up-to-date resources, professional development and an understanding of current best educational practices.

Reading Implementation Plan.

What We Believe:

- 1.1 Reading enables us to communicate and gain information.
- 1.2 Reading is integrated across all curriculum areas.
- 1.3 Programmes reflect New Zealand context to enable an understanding of the New Zealand identity.
- 1.4 Reading is best developed when children understand and have control over their reading.
- 1.5 Reading is interactive and involves active participation.
- 1.6 Teacher Development and resources must be current.

What We Are Going To Do About It:

- 2.1 Provide a daily reading which includes reading to, reading with and reading by.
- 2.2 Provide a variety of reading experiences across all curriculum areas.
- 2.3 A range of reading material will reflect the New Zealand context.
- 2.4 Programmes will encourage a variety of reading in different genres: drama, fiction and poetry. Responding and understanding of the text will be developed through personal and close reading.
- 2.5 The school environment will have a wide range of materials, where children can read for a purpose in a variety of ways; independently, shared and guided.
- 2.6 The library will be kept up-to-date through purchasing and culling. budgeting will be reviewed regularly for the purchasing of new resources and professional development.

How Will We Know We Are Getting There:

- 3.1 Children will be willing and able to use books as part of everyday life and provide answers to many questions. Comprehension will be critical.
- 3.2 Children will choose and show a willingness to select literature reflecting New Zealand context.

3.3 Reading development will be monitored and assessed by running records, six year diagnostic testing, PROBE, PM Benchmarks and STAR. Data placed on Student Management System - Integris.

3.4 The students will be meeting the achievement expectations for reading.

3.4 Children and teachers will have access to up-to-date resources and an understanding of current educational practices.